



John H. Reagan High School

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Advanced Placement English Language & Composition 2009 – 2010

Instructor: M. Niggli

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Tutorials: by appointment

Conference: 8:00-8:45 M-F

Course: Advanced Placement English Language and Composition

Instructor: M. Niggli
2009-10

A Course Overview and Syllabus with Performance Guidelines

Textbooks:

1. Primary Anthology: *50 Essays*, Samuel Cohen, Ed.
2. *Sentence Composing for High School*, Don Killgallon
3. *Elements of Style*, Strunk and White
4. *Current Issues and Enduring Questions* (5th edition), Sylvan Barnet and Hugo Bedau
5. *Warriner's English Grammar and Composition* (5th edition), John Warriner

Supplemental Texts

Supplemental School Issue: *The Language of Literature: McDougal Littell* (School Issue. Grade 11)

Supplemental School Issue: *The Elements of Language* (School Issue. Grade 11)

Course Description:

Prerequisite – Pre-AP English 2; or English II Magnet or English courses as determined by counselors and Dean of Curriculum.

In this course students will learn how to control the elements of language – diction, fluency, and syntax patterns. The course requires that you read a minimum of 200 pages per week, either on assigned in-class or outside readings from selected works of fiction and non-fiction literature. A related goal is the development of critical thinking skills. Writing assignments emphasize argumentation and persuasion. Students will also write a research paper and a literary analysis.

Philosophy and Major Goals

Major Concepts/Content

AP English Language and Composition is designed to be a college/university level course, thus the AP designation on a transcript. This course will provide you with the intellectual challenges and workload consistent with a typical undergraduate university composition course and a composition exam given in May (required). A grade of 4 or 5 on this exam is considered equivalent to a 3.3-4.0 for comparable course at the college or university level. A student who earns a grade of 3 or above on the exam will be granted college credit at most colleges and universities throughout the United States.

The purposes of this course are to help students further develop and refine skills in analytical reading, expository writing, and investigative methods of research. Representative literary works and argumentation essays are studied.

Through observing, reading, discussing, thinking, writing, and reflecting, the learner has the opportunity to further develop his understanding of humanity and his skills in studying appropriate literary selections.

On-Going Assignments:

- AP Language Binder with sections for Vocabulary, Literary and Grammar/Syntax Terminology, Class lecture notes, writing (See detailed outline below for how to divide your notebook).
- Consistent and frequent practice with AP-style multiple choice questions and free response prompts. One per week. Intensive Practice.
- ***Consistent reading and explication of nonfiction, particularly speeches, letters, and essays from nonfiction readers. This is a daily activity used to teach students how to read a nonfiction selection and how to write an analysis of such rhetoric. It is used alternately with grammar and syntax lessons on a daily basis and fosters close reading,***

identification of sentence styles and in-depth interpretation of the selections. This is a journal activity that is interactive. Following our reading and journal, the class discusses the particulars of the selection.

Writing Expectations:

As this is a language and composition course, students are expected to use every assignment that involves writing to practice best composition skills. Composition assignments will include: statements, paragraphs, timed writings, and formal (personal, expository and argumentative) essays. No matter what kind of writing assigned, students can expect specific instruction on style, sentence variety, word choice, using tone to write persuasively, and the components of argumentative and literary analysis. These, as well as a review of specific rubrics and AP range finders are integral components of this course.

All assignments for formal papers will include a specific grading rubric. We will go over the rubrics prior to submitting papers and carefully review expectations for the particular composition or paper. Students are expected to revise major papers and literary analysis after receiving feedback and reading the required reference material to facilitate mastery of specific composition skills, i.e. specific passages or review of examples from the Cohen or Barnet & Bedau texts.

Writing Development

- Writing from dialectical journal entries and models
- AP Free Response Prompts (a minimum of two per cycle.)
Scored on a 1-9 rubric, peer evaluation and self-evaluation.
Revision of one free response essay per six week cycle – typed, final draft
- One to two formal essays per cycle. (See six weeks scheme).

Grammar/Syntax Review

- Phrases
- Clauses
- Parallel Structure
- Correction of weaknesses through revision of composition

Plan for AP Multiple Choice Questions and Free Response Questions:

At least once every week, students will practice released questions from AP Language Exams. To increase the ability to answer multiple choice questions, they will complete reading strategy activities and will study question types and justifications for correct answers. With free-response prompts, students will write in a 40-minute timed setting and will have their essays scored on a 1-9 scoring guide scale. They will receive feedback on their essays and will frequently have the opportunity to revise and resubmit for scoring. As the year progresses, the level of pre-reading and pre-writing activities will decrease until in the last two months before the AP exam, students will respond to new questions without having seen them before in a structured, test-taking format. Grades will be taken on all practice AP test-question work.

Cognitive Objectives:

Students will

Read and demonstrate knowledge of selected works of literature from non-fiction, fiction, drama, and film by both American and international authors

Demonstrate knowledge of man's relationship to himself, to others, to the universe through identifying philosophical concepts and major concerns. Many of these understandings include how literature provides a mirror to help us understand ourselves and others, how it reflects the human condition, how literature deals with universal themes and conflicts between men, themselves, God and nature, and finally, how writing, the vehicle of literary expression, is a communication tool that transcends time and space.

Demonstrate skills in argumentation and persuasion.

Demonstrate skills in investigative research.

Affective Objectives:

Students will

Demonstrate involvement in the process of identifying topics appropriate for argumentation and persuasion and in understanding his or her values.

Demonstrate an involvement in literary selections through recognizing ideas and values presented by the writers and responding to the writer's values as well as the reader's own values.

Demonstrate involvement in the process of identifying ideas and values in nonfiction and literature and testing those against the reader's ideas and values.

Demonstrate involvement in the process of identifying the basic emotions of man through recognizing those expressed in writing and relating those to his or her own emotional responses.

Demonstrate skills in research in selecting topics of interest and objectively studying them.

Methodology

Seminars, lectures, large and small group discussions, individual study and conferences are utilized in this course. Guest speakers and presenters, selected film and other media, plus attending current plays and readings by visiting authors are integral aspects of the course.

Weekly activities generally include: teacher conference and peer review for revising of essays; grammar and mechanics reviews; writing workshops based on "how to effectively integrate" quotations; free writing in journals; discussions of quotes; outside reading of novels.

Readings:

Readings, both nonfiction and fiction, will be assigned as they relate to our various writing assignments. Reading will be taken from various texts, paperbacks, and handouts. **The reading of a novel should be constant. You must keep a Dialectical Journal of all Readings. Consider this a MAJOR REQUIREMENT. The first major test given is when you will find out how important this is. You will be given a separate handout to explain this journal.**

Attendance:

Class periods are extremely important and your attendance and active and energetic participation are needed for you to be successful in this course. WORK MUST BE ON TIME! If you know that you are going to be absent, please let me know. Be in my room the next morning to find out what went on during the period you were away. Acquire someone's phone number and call him or her.

Daily, Weekly and AP Vocabulary:

AP Language Vocabulary lists will be provided each cycle, but daily vocabulary mastery is primarily your responsibility.

Follow these guidelines: When reading or when given an assignment that contains words that you do not know, then you should enter them and their definitions in the vocabulary section of your notebook. Assignments on readings will never be so easy that you will not encounter new words. Only one major list will be given per six weeks and you will be expected to learn these as they relate to the unit which is being studied. **Each six weeks I will check this section of your notebook and give a grade based on your accomplishments in this area. REMEMBER: This is your responsibility, but its evaluation will be constant and ongoing as evidenced by your expanding reading comprehension. I will test both AP Vocabulary and Daily Vocabulary periodically throughout each grading cycle.**

Homework:

Homework exists every night of each semester; there is always a book, play, essay, or short story to read. There is always a composition at some stage in the writing process on which to work; there are numerous usage rules to review, to relearn, and to analyze each week; and there is a notebook to keep organized. A scheme for how to divide your notebook will be provided. There will be periodic reading quizzes. These will sometimes be unannounced.

Deadlines:

Deadlines are a fact of life. We have no time for the luxury of lateness. Late work will not be accepted.

Supplies:

Materials and supplies must be brought to class every day; you should be able to tell from homework and weekly assignments or by outlines/syllabus what you will need. Use wide-ruled paper and a black pen for major writing assignments. You may type your major assignments, but a hand written draft must accompany a typed paper. It will be very helpful if you have your own dictionary and thesaurus. (Suggestions: Roget's II The New Thesaurus College Edition; and a current College Edition of Merriam Webster's Dictionary)

Assessment:

You will have a separate handout for each written assignment. You should keep a copy of everything you have turned in. Some grades will be determined by the progress you make. **ATTENTION AP STUDENTS:** Please be aware that this is a college level course and you will have as many or more writing grades per cycle than you have ever experienced in high school. Therefore, you must do your very best on each and every assignment.

Assignments for formal papers will include a specific grading rubric. We will review the rubrics prior to submitting papers and review expectations for the particular composition or paper. For timed writings, we will use the scoring guidelines for each question as provided by the College Board. There will also be grammar mini-lessons throughout the course to address specific concerns with usage and syntax. **On all your work, you can expect constant feedback at every stage of the writing process, primarily through teacher-student conferences and tutorials.**

You will be evaluated:

Through responses and questions presented either orally or in writing, the students will demonstrate concern and involvement with ideas and values expressed in literature and with those in their own lives.

Through discussions and essays, students will demonstrate ways to analyze and write about literature. Through written research papers, students will demonstrate skills in the research process. Through discussion, written reports, essay examinations, objective tests, and oral and written projects, the student will demonstrate knowledge of:

- a. Selected works of non-fiction, fiction, drama, and film.
- b. Man's relationship to himself, to others, and to the universe through identifying themes in writing.
- c. Man's values and how he defends these values
- d. All forms of Style Analysis

Additional Requirements

- e. AP Multiple Choice Practice tests will be given at least once every week. These practices are very important to you; they will help you prepare for college entrance exams. Class work credit will be given for these; therefore, it is important that you do your very best. Any assignment not turned in will be recorded as a zero and so averaged.
- f. Each major composition will be evaluated for content and style as well as for mechanics (spelling, grammar, punctuation, and sentence structure).
- g. Students will be required to correct mechanical errors on major compositions before a grade is recorded for those assignments. Teacher-student conferences will be held before corrections are made.
- h. Sixty percent of the six weeks' average will be based on major grades; essays, major tests, projects, etc. Forty percent of the grade will be based on minor grades; homework, daily work, etc. All assignments are integral components of your goal to become a scholar in this class.

Grades

Quality of performance is the primary basis for grades. Papers will not be accepted after the date on the assignment schedule unless a prior arrangement has been made with the teacher. Course grades will be average of the grades for daily work, major papers, a research paper and/or cycle project, and exams. The research paper and/or project will have various components: Content, style, grammar and mechanics and will count as three separate grades -- to be averaged.

All papers will be graded on the quality of content and presentation. Be sure papers are well organized, have accurate content, and have followed the writing process.

SCHOLASTIC DISHONESTY

Please read and remember the Student Disciplinary Rules in the HISD Student Handbook Cheating, plagiarism, and other forms of academic dishonesty are prohibited by HISD system policy and the rules of this class.

Cheating on a test includes:

- a. **Copying from another student's test paper; using materials during the test that are not authorized by the teacher**
- b. **Collaborating with another student without authorization**
- c. **Using misappropriated test materials and/or answer keys**

PLAGIARISM means using someone else's work and not telling. You must document every quotation, every paraphrase, every concept harvested from the work of another writer.

I will immediately notify parents of any dishonesty. Further offenses (whether in this class or others) could adversely affect membership in the Magnet Program and/or in the Honor Societies.

Writer's Notebook Organization

Using pocket dividers **with labels, organize your BINDER as follows:**

Class Notes (for Quotes and AP Prompts)

Class Work (including homework)

Quizzes and Tests

TAKS

Literature

Another handout is forthcoming about how to set up the Reader Response/Dialectical Journal.

Instructor: M. Niggli

AP Language and Composition

2009-10

Pre- Course Assignment

Summer Reading: Narrative of the Life of Frederick Douglass, Frederick Douglass.

The Great Gatsby, F. Scott Fitzgerald

Huckleberry Finn, Mark Twain

Unit 1: What are the grounds of religious faith?

Reading Selections

Texts: Literature textbook, The Crucible, Current Issues and Enduring Questions, Elements of Style

- Cornell Notes will be incorporated into understanding drama, dramatic irony, theatre beginnings, the origin and function of exposition and character development.
- Students will ultimately write a formal analysis/literary paper comparing and contrasting the tragic fate of various protagonists. Essays will be expository and analytical in nature. Students will write, edit and rewrite. These papers will emphasize imagery and dramatic irony and we will work with incorporating quotes, word choice, syntax, and an understanding of the dialogue and details presented as support to writing.
- Direct composition instruction: active verbs, clear viable thesis statement, incorporation of lines and dialogue, conventions as necessary.
- Timed writings on tragedy, including scoring guide

Major Essays: We will review examples of narration and description. Your first major essay will be in this rhetorical style. The second will be the literary analysis.

Additional Language Skills: interviewing, dialogue, detail in character development, appositive phrases.

Unit 2 – Conflict: pathos, egos, logos and society vs. the individual

Reading Selections

Texts: Literature textbook, The Scarlet Letter, 50 Essays, Elements of Style

A NOTE ABOUT STYLE: A major component of writing, students review the use of appositive phrases, participial phrases, and absolute phrases to improve the quality and sophistication of their writing. Initially, students imitate published writers; later they are expected to highlight their use of these phrases in their essays. Students will also receive instruction on how to incorporate figures of rhetoric into their writing, particularly the following: parallelism, antithesis, zeugma, anastrophe, parenthesis, ellipsis, asyndeton, polysyndeton, alliteration, anaphora, epistrophe, anadiplosis, antimetabole, chiasmus, erotema, hypophora, and epiplexis; our study of tropes includes metaphor, simile, synecdoche, metonymy, personification, litotes, irony, oxymoron, and paradox. * Note: Teacher will assess student readiness and comprehension in identifying and applying these esoteric terms, in both a reading comprehension/multiple choice and in writing style analyses. <http://www.apcentral.collegeboard.org>

Assigned novel for the second six weeks- To be completed as homework:

On-going review of DIDLS, SOAPSTONE, Motifs, and Timed Writings (Weekly for AP Students).

A variety of Assigned Readings and Activities from *Language of Literature, Intro to Literature and Elements of Language Texts*.

Major Essay: The Exploratory Essay is this unit's major essay. There will be an intensive two-day review of the elements of the exploratory essay in preparation for writing this type of process paper.

Additional Language Skills: Diagnostic Writing, elements of tone, paragraph organization and development, prepositional phrases.

Unit 3: The disintegration of family and its effect on societies and cultures

Reading Selections

Texts: Literature textbook, As I Lay Dying, Current Issues and Enduring Questions, Sentence Composing for High School

Major Essay: The rhetorical analysis essay will be our focus. This will be your first true masterpiece in argumentation and persuasion. From here on out, everything you write will be an argument.

Supplemental Essay: The Research Paper. Skills based, including a focus on the A.P. Language synthesis question, which is based on elements of the research paper.

Additional Language Skills: clarity and placement of thesis, stylistic distinction, participial phrases, absolute phrases

Unit 4: Insiders and Outsiders

Reading Selections

Texts: Literature textbook, Black Boy, 50 Essays, Elements of Style

Major Essay: A two week mini-unit examining the canon of rhetoric known as argumentation takes place within these six weeks. One result of this unit will be your comprehensive argumentative essay.

Additional Language Skills: writing effective commentary, deductive and inductive syllogisms, adjective and adverb phrases

Unit 5: Finding identity

Reading Selections

Texts: Literature textbook, Hunger for Memory, 50 Essays, Current Issues and Enduring Questions, Sentence Composing for High School

Major Essay: This unit intensively focuses on the Style Analysis. We put together everything we have looked at this year by way of our AP prompts, refine selected pieces, then create a style analysis that will effectively comment on and critique the motives of others' writings.

Additional Language Skills: sentence opener and sentence closer position, subject-verb split positions, inversions.

Unit 6: Progress and its price

Reading Selections

Texts: Literature textbook, 1984, 50 Essays, Current Issues and Enduring Questions, Sentence Composing for High School

This unit includes two weeks of intensive AP exam prep.

Major Essay: The Research Paper. As the six-week cycle progresses, I will continually be giving you updates in class of sections of the research paper as we approach them.

Additional Language Skills: MLA Documentation